



PATHWAYS TENNESSEE

WHERE PASSION MEETS OPPORTUNITY



# Externship Guide

Division of College, Career and Technical Education

Tennessee Department of Education | 2017



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## The Challenge

By the year 2025, 55 percent of jobs in Tennessee will require some kind of postsecondary education or credential. However, as of 2016, only 30.9 percent of Tennesseans possessed a certificate or degree beyond a high school diploma, and 15.1 percent of Tennesseans did not complete high school<sup>1</sup>. Students who graduated from high school in 2014 and entered the workforce with no postsecondary education made an average salary of \$10,880, far below the poverty line, meaning a lower quality of life for themselves and their families. Over the course of their careers, those with bachelor's degrees will earn over \$800,000 more in income<sup>2</sup>.

Tennessee has taken numerous steps to ensure students are prepared for the changing demands of the 21st century labor market. Since 2014, Tennessee, led by Governor Bill Haslam through his Drive to 55 initiative, has launched a series of programs aimed at supporting high schools in bridging the gap between graduation and postsecondary. These efforts include financial support through Tennessee Promise, college guidance through AdviseTN, increased access to early postsecondary opportunities (EPSOs), an opportunity for all students to retake the ACT, and a grant from the federal Institute for Education Sciences to increase access to a statewide longitudinal data system to support districts in assisting students to make more informed decisions about their postsecondary and career plans<sup>2</sup>.

Additionally, in 2015, the Tennessee Department of Education ("department") launched *Tennessee Succeeds*, a five-year strategic plan. In alignment with the state's Drive to 55 initiative, the plan set the goal that the majority of high school graduates from the class of 2020 earn a postsecondary certificate, diploma, or degree. To meet our goals, we need to accelerate the rate of improvement by continuing to increase both postsecondary enrollment and completion rates.

*Students and parents are largely unaware of career in growing industries in Tennessee.*

However, students and parents are largely unaware of careers in growing industries in Tennessee such as technology, healthcare, and advanced manufacturing. Additionally, there are prominent misconceptions about the nature of these jobs when in reality, in the 21<sup>st</sup> century most of these jobs require postsecondary education, are technology-based jobs, and can provide a high quality of life for students and their families. For example, electromechanical technicians with an industry certification earn an average salary of \$58,540 in Tennessee. However, the Tennessee Department of Labor and Workforce Development forecasts that mechatronics-related careers will have shortages of qualified labor if the current rate of Tennessee postsecondary completers holds steady.

There is often a significant disconnect between a student's interests, abilities, and talents, and the degree and job that the student obtains. While an individual with an associate's or bachelor's degree does, on average, make a higher average salary than his or her less-educated peers, young adults with bachelor's degrees have become increasingly underemployed in the last decade, working in lower-wage or part-time jobs that do not align with the degree they obtained. In 2011, about 53.6 percent of bachelor's degree-holders under the age of 25 in the United States were jobless or underemployed<sup>3</sup>.



In April and May 2016, the Tennessee Department of Education conducted focus groups with students across the state to better understand their high school experiences. Students answered questions in multiple areas, including how their schools help them think about postsecondary and choosing a career path. The department found that too few students receive sufficient guidance from counselors, teachers, and staff in their schools to ensure that they are on pathways leading to postsecondary completion and successful careers. The department recommended that schools and districts foster collective responsibility among faculty and staff for the postsecondary preparedness of their students, communicate with students about their postsecondary and career options early and often, ensure all students have equitable access to course opportunities to increase postsecondary readiness and success, and leverage external partnerships and resources for added capacity, expertise, and influence<sup>2</sup>.

*It is imperative that we not only increase the number of Tennesseans holding some kind of postsecondary certification or degree but also better align student expectations and goals with workforce realities.*

It is imperative that we not only increase the number of Tennesseans holding a postsecondary certification or degree, but that we also better align student expectations and goals with workforce realities. As college costs increase and labor market returns shift, prospective students need resources to make informed choices to ensure high returns on their investments. In order to achieve these outcomes for students, educators should possess a deeper understanding of in-demand occupations and skills necessary for success in the workplace. An externship program is one resource that educators and schools can use to guide students on a path toward a high-wage, high-demand career. This guide contains a conceptual framework and outlines a step-by-step procedure for developing an educator externship program in a school or district.



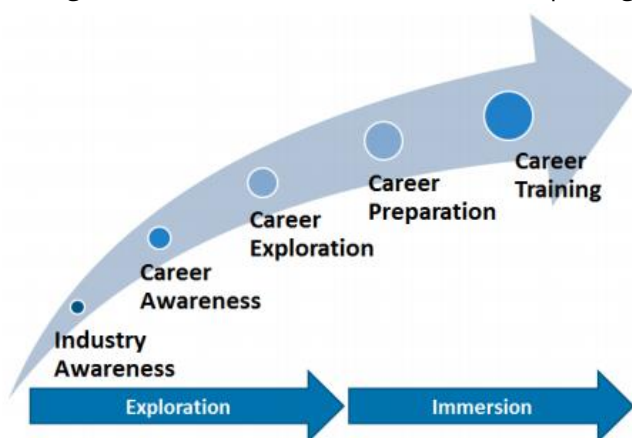
## Defining Externships

Both internships and externships are temporary work experiences that offer participants the opportunity to gain experience in a particular field. An internship, containing the prefix “inter,” is designed for those who go inside an organization to gain experience, presumably so that they can obtain full-time employment within that company. In contrast, with the prefix “extern,” externships refer to those who come from outside of the organization to observe, explore, or ask questions. Additionally, students or recent graduates typically participate in internships; however, students or professionals may participate in externships. For example, a teacher might participate in an advanced manufacturing externship to learn more about that career path for his or students.

	Internship	Externship
<b>Goal</b>	To gain experience necessary for employment	To observe, explore, and ask questions
<b>Participant Type</b>	Typically high school and college students	Primarily targets professionals, but may include students
<b>Payment</b>	May be paid, unpaid, or partially paid; may count toward academic credit	Usually are not paid and do not count for academic credit
<b>Timeline</b>	Ranges from a few weeks to multiple years	Typically shorter (a few days to a week)

## Connection to Work-Based Learning

Work-based learning is a strategy for bridging the gap between high school and high-demand, high-skill careers in Tennessee. Students build on classroom-based instruction to develop employability skills that prepare them for success in postsecondary education and future careers. Work-based learning should be a K-12 succession with deepening of career awareness and exploration work-based learning activities.



These experiences may begin with broad exploratory activities such as career speakers and field trips as early as elementary school, when students are first becoming aware of what adults do in the world around them. Over time, these experiences become more customized and specific to the interests and needs of the students. Ultimately, more students will have the opportunity to participate in and



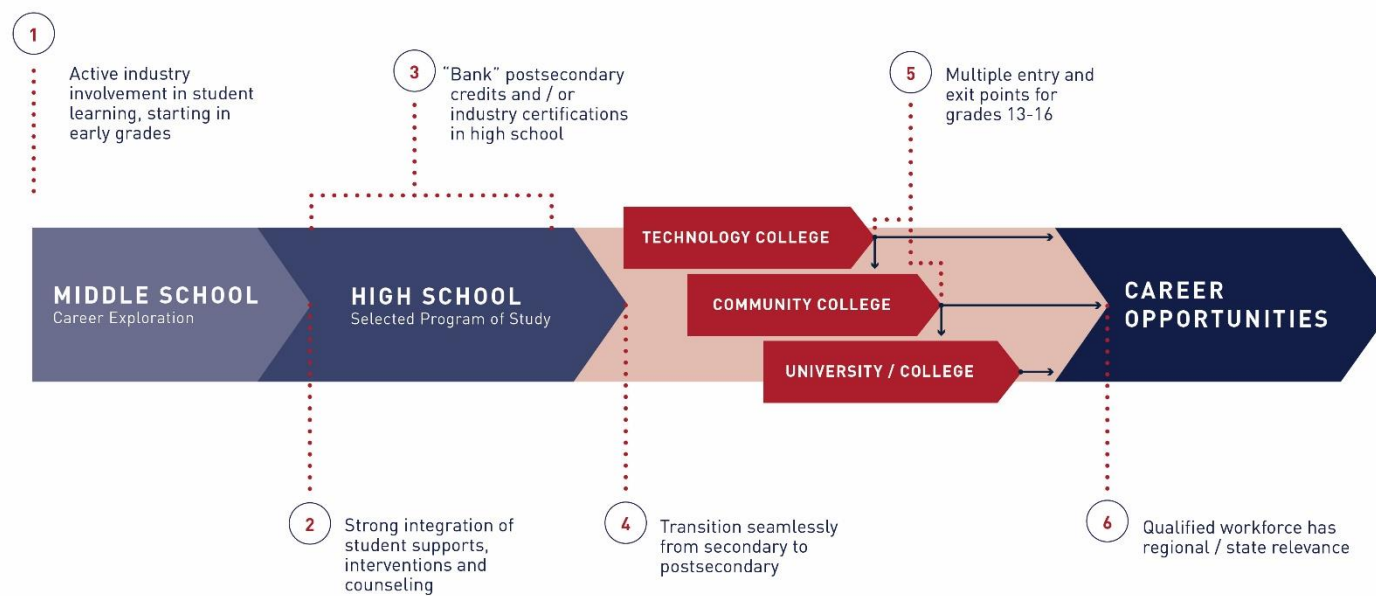
benefit from capstone work-based learning experiences such as internships and apprenticeships.

As noted in the Pathways Framework, active industry involvement and engagement within schools is key in making these activities widespread, authentic, and available to all students. Externship programs are one way for school staff to learn about a specific industry and begin building relationships to deepen and broaden industry engagement within a school. Employer partnerships resulting from externship programs can then be leveraged to enhance work-based learning activities throughout the K-12 continuum.

While externship programs are ultimately intended to benefit students, it is important to note that externship programs primarily target adults, including educators and business partners. Ideally, externship programs can be a powerful professional development tool that can change beliefs about certain categories of students and careers, leading to a culture shift within a school. This includes equipping educators with the ability to make real-world connections for students in the classroom and to help them develop employability skills. Additionally, externships are a way for businesses to make a positive impact in their communities and work with schools to develop their future workforce.



## PATHWAYS TENNESSEE FRAMEWORK







## Create an Externship Program in Six Steps

While there are only six steps to create an externship program, these steps are detailed and can take significant time to implement. Begin planning 10-12 months in advance of when you would like the actual externship experience to take place. In addition, these steps may occur concurrently (e.g., determining goals of the program while also determining support and funding).

An *Externship Program Plan* template is provided in *Appendix A*, and additional resources, including communications resources, are included in the *Appendix*.

### Step 1: Determine Goals

The first step in designing any program is to determine the goals of the program. If possible, these goals should be set with input from other staff and educators so that there is general consensus over the direction of the program. Consider the following questions:

- What do you hope to get out of the externship experience?
- What need are you trying to address, and how will the externship experience address that need?
- How will the externship experience lead to improved student learning and student awareness of career opportunities and the path to achieving their goals?  
How will this translate to the work of a classroom teacher, counselor, or administrator?
- What curriculum or products do you hope to develop?
- How will the externship program promote a culture shift in your school or district?  
(Reference [A Path of Choice](#) to develop ideas for cultivating a strong postsecondary-going culture in your school or district.)

It is essential to have a clear understanding of the purpose and goals of the program so that these messages can be communicated to participants, school staff, and industry partners. In a TED Talk in 2009, marketing consultant and motivational speaker Simon Sinek says, “People don’t buy what you do; they buy why you do it.” He explains that the “why” is the purpose behind your product, service, or program, and the “why” is what appeals to and motivates others.

It is therefore crucial to have consistent messaging around the purpose of your externship program and what you intend to accomplish. The purpose should be specific to the needs of your school or district.

Remember that an externship program is a means to an end, and the end is increased student awareness of career opportunities and the path to achieving their goals. It is important to translate the externship experience into something tangible that can be implemented throughout the school. For example, you might require academic and CTE teachers to develop a cross-curricular unit. (Keep in mind that if you identify increased collaboration for teachers across content areas as a goal, you may need to consider revising teaching schedules to allow teachers to observe one another and

*It is essential to have a clear understanding of the purpose and goals of the program so that these messages can be communicated to participants, school staff, and industry partners.*







have a common planning period.) Or, perhaps you could have the externship team create an action plan to design a program, revise a program, or engage industry partners. Teaching methods, programs, and operations should change as a result of the externship experience, but participants and staff need specific guidance and action steps for accomplishing these changes.

Finally, consider how and when you will evaluate the success of your program. At this point, determine generally the kind of data you will collect and when.

- What data will inform whether or not you met your goal? (e.g., Do you hope to see a certain percentage increase in the number of students earning industry certifications? Would you expect to see more positive school culture surveys, as teachers are experiencing professional development that meets their own growth goals?)
- What kind of baseline data do you need?
- What surveys will you conduct and when?

Evaluation surveys are useful tools to collect feedback from several different stakeholders, including participants, business partners, other staff members, and students. Keep in mind that response rates tend to be higher if individuals have designated time to complete the survey in-person, rather than online. Sample surveys are included in *Appendices L and M*.

## Step 2: Determine Support & Available Funding

In offering an externship program, it is essential to consider whether or not the program will have adequate support to meet your goals. Participants must have ownership of, be invested in, and be truly enthusiastic about the program. Administrators (including principals and central office staff) should see the value of the program to provide financial and programmatic support. Other educators in the school must also recognize the value, otherwise the impact of the program will be limited to the students of the teachers who participated in the externship. Additionally, the local business community should be prepared to invest time in planning and offering the program.

*Will the externship program have adequate support from administrators, faculty, and the business community in order to meet your goals?*

It can be difficult to determine the level of support ahead of time; however, you should be able to get a sense based on the culture in your school or district. Is there a strong focus on academic coursework and enrollment in four-year degree programs? Is there a lack of focus on CTE coursework? Does your school or district promote a variety of postsecondary options like community college and colleges of applied technology to students rather than just focusing on the traditional four-year path? Even if your school or district is not where you would like it to be when it comes to a culture of postsecondary and career readiness, this does not mean you should not offer an externship. Implementing an externship program is a valuable strategy to continue developing your school or district's culture around postsecondary and career pathways. It

may be necessary, though, to refine your original goals so that they are more specific to exposure to industry and careers for school staff.





If you determine that the program will receive adequate support from various stakeholders, next consider whether there is adequate funding in order to meet the goals of the program.

- Typically the primary budget question is whether or not participants will receive a stipend for their time. How much will each participant be paid, if at all? (A typical stipend for an extern is about \$100 per day.) If participants are not paid, what other rewards or incentives could be offered, such as Professional Development Points?
- If the externship program is taking place during the school year, will it be necessary to hire substitutes?
- Will travel reimbursement be provided to participants and/or to program administrators?
- If there will be in-person meetings to prepare or follow-up with externs, will meals and supplies need to be purchased?
- What will be the source of the funding? In Tennessee, federal Carl D. Perkins funds can be used to provide externship stipends, as long as local funds have not been used in the past to provide externship stipends. Additional sources of funding include the NSFY mini-grant, local funds, in-kind matching by school districts to participate, and funds through external partners such as a chamber of commerce.
- What liability issues might arise? If educators are participating in externships during the school year, school insurance should cover them; however, this may not be the case during a summer externship experience. It is important to work with your district's legal counsel to determine legal liability in the event of injury or property damage. Some industry partners may require participants to sign a liability waiver or a nondisclosure form.

Sample Budget Planning Template		
Item	Funding Source	Amount
Extern Stipends		
Extern Travel		
Meals		
Supplies		
Substitutes		
Program Administrator Travel		
Total		

The budget planning template on this page is an example to assist in determining potential costs. Once you have outlined all of your potential costs and have determined a source of funding for these costs, then you can begin planning the structure of

your externship program.





## Step 3: Plan the Program Structure

The planning stage is likely where the most time will need to be devoted. When you spend time thoroughly planning the entire externship experience, implementation of the program will be much more manageable because the large components of the program have already been created. Keep in mind that during this stage, you are only developing the structure of the program. Developing materials, recruiting industry partners, and placing externs will occur after you have sufficiently planned.

### Designate a Program Administrator

As a first step in planning, ensure there is a “point person” to manage the program and make programmatic decisions. This person will be responsible for contacting and meeting with industry partners, developing materials, creating an application process, selecting externs, coordinating logistics, answering emails, and evaluating the program. If this person is already a school or district employee, ensure they have adequate time and support to complete the duties associated with the externship program.

### Outline the Externship Structure

Based on your goals and your budget, determine what the externship experience will look like:

- How many industry partners will each educator or team of educators visit? The number of worksites should provide participants with a sufficient understanding of the workplace.
  - However, keep in mind that it will take more time to coordinate schedules with several industry partners.
  - Also, with large businesses or corporations, the organization will have divisions and offices that can be applicable to multiple content areas. For example, Eastman, a manufacturing company in Kingsport, has careers in research, management, engineering, manufacturing, marketing, sales, finance, information technology, human resources, security, health science, law, and administrative support.





- How much time will externs spend with industry partners? That is, based on your goal, would it be better to have breadth (e.g., 1-2 days with multiple partners), depth (e.g., a week or

	Pros	Cons
<b>Summer Externships</b>	<ul style="list-style-type: none"><li>• Externs less pressured with other responsibilities</li><li>• Teachers do not have to prepare for substitutes</li><li>• Externs can use the summer to plan for the upcoming school year</li></ul>	<ul style="list-style-type: none"><li>• Externships may interfere with vacations or other work/family commitments</li></ul>
<b>School Year Externships</b>	<ul style="list-style-type: none"><li>• May be easier to schedule externship visits when all externs are on the same schedule</li><li>• Externs can actively connect the externship experience to their daily work</li></ul>	<ul style="list-style-type: none"><li>• Teachers have to prepare for substitutes</li><li>• Externs may be overwhelmed with their regular job responsibilities</li></ul>

more with one partner), or both? This will determine how many industry partners are needed.

- When will the externship take place (e.g., on school-year breaks, over the summer, or periodically during the school year while utilizing a substitute)? Keep in mind that while teachers often have breaks around holidays, industry employees too tend to take time off over holidays when students are out of school.

## Determine Preparation & Follow-Up Activities

Now that you have determined the key components of the externship week (number of industry partners, length of externship, and time of year), plan for how you will both prepare externs for their externship experience as well as follow up with them.

Preparation is crucial so that externs are familiar with logistics and understand the goals and expectations of the program. Remember, it is important to translate the externship experience into something tangible that can be implemented. Externs must therefore know what to look for during an externship experience. You should offer pre-work and an after-school in-person meeting in order to prepare participants. Pre-work could consist of completing research on the host company or reading a relevant article.

After the externship, it is important to provide reflection time for participants to make connections between industry and the classroom, as well as to plan and develop work products. As previously mentioned, the primary goal of an externship program is improved student learning. It is important to translate the externship experience into something tangible that can be implemented throughout the school. Consider how externs are making tangible, relevant connections between their daily work and industry experiences.





The post-externship reflection and work could take place during an in-service day; however, it is important to make sure that this reflection happens soon after the externship has concluded (i.e., within a couple weeks) when the experience is fresh on the minds of participants. You should also consider how progress will be monitored afterward (e.g., have program administrator check-in with participants periodically) and how the externs will share what they have learned with the rest of the school (e.g., a presentation at an in-service day).

## **Establish a Scope & Sequence**

Now that you have the main components of your program identified (i.e., preparation, externship experience, and follow-up), you should map these items onto a scope and sequence template (see *Appendix B*). A scope and sequence is an important step in designing effective professional development and learning. It summarizes what is to be taught (the scope) and the order in which things will take place (the sequence).

On your scope and sequence, you should also include the timeline for when each event or meeting will take place, even if you only have general weeks or months identified rather than specific dates. It is important to have a timeline planned out ahead of time so that you can easily communicate these dates to both industry partners and externs.

## **Target Industry Partners**

Next, decide which industry partners will be targeted for participation, and collect that contact information. Be sure to target employers within high-demand industry sectors in your area to ensure that educators will have increased awareness of these career opportunities as a result of the externship experience. To find local industry partners that may be willing to participate, use industry advisory boards, Career and Technical Student Organizations, your local Chamber of Commerce, and the Better Business Bureau. Additionally, staff members at your school may have friends or relatives who work in local companies and can connect you with a particular organization.

If you do not have an existing contact within the company, note contact information for the human resources or public/community relations division.

## **Create the Application Process**

Based on your budget and the number of industry partnerships you believe you can form and manage, determine how many people you will allow to participate, as well as the eligible position types. Research indicates that the most successful programs involve teams of educators, including counselors and administrators<sup>4</sup>. Additionally, when implementing initiatives school wide, having administrator involvement and support is key to ensure sustainability.





After deciding who will be eligible to participate, determine the structure of the selection process.

*The most successful programs involve teams of educators, including counselors and administrators.*

Will you hold informational meetings and allow people to sign up, invite specific individuals to participate, or offer a formal competitive application? An informal application process may be better for a smaller district, while a formal application may be better for a larger district or where there is high interest and the selection process may be very competitive. It may be beneficial to

offer an online application process. This way, you can easily collect and save application information. Also consider who will be responsible for selecting participants, such as the program administrator or a selection committee.

You will then need to determine the criteria for selecting participants. Because participants will work together after the externship, it is important that participants be enthusiastic, motivated, and work together effectively as team members. Some potential application questions include:

- Contact information including name, content area, email address, phone number, etc.
- Why are you interested in participating in an externship?
- How would you like to see the externship experience transform your daily work?

## Step 4: Develop Materials

Once the structure of your program has been drafted, it is time to develop a communications plan. A communications plan is essential to ensure that all stakeholders receive the information they need at the right time. Consider the information a business partner would need to know compared to a participant. For example, a business partner will need early notification of when you intend to have the externship experience, as well as support crafting agenda items around that experience.

Additionally, a participant will need to know logistical information for the externship, such as what to wear, where to park, and whom to contact in case of an emergency.

Then, begin crafting these emails so that they are on hand when it is time to send out the communications. This will also allow you to see if there are any gaps in information.

At this time, you should begin developing additional materials, including the following:

- Application materials such as an online or paper application
- Marketing brochures and informational flyers about the program
- PowerPoints for meetings, such as a pre-externship preparation meetings
- Workbooks for the externship experience that contain contact information, information about the program, and space for externs to take notes during their externship experience
- Surveys and evaluations

Templates for emails, an application, workbooks, and evaluations can be found in the *Appendix*.

## Step 5: Recruit Industry Partners

It is highly encouraged that you begin process of recruiting of industry partners at least six months in advance of when you intend to have your externship experience. It takes time to meet with industry partners, share the structure and purpose of the program, and for industry partners to





receive approval and plan for the externship experience. In recruiting industry partners, begin with the “why” of your program and what you hope to accomplish. Be clear with your expectations and the level of time commitment. Be prepared to share how this program can benefit the industry partner specifically, such as:

- The opportunity to develop their future workforce by sharing their expectations of knowledge, skills, and attitudes
- Giving back to the community by participating in a program that benefits teachers and students

Be sure to also emphasize for industry partners how the externship program is mutually beneficial for schools, teachers, students, employers, and the community at large. Externships benefit not only industry partners who participate, but also teachers who take the experience back to their classrooms, thereby making the student experience more relevant to real-world opportunities. The program should also be shared with industry partners in a way that helps them to understand that it makes sense to partner with educators, and that the externship serves as a point of entry to start building these important relationships.

Try to make face-to-face contact with industry partners through in-person meetings, particularly at their place of work, to get to know one another and build a strong working relationship. Come to in-person meetings prepared with detailed questions for the industry partner to ensure that the placement would be a good fit for educators who participate in the externship program. Some examples of good questions to ask are:

- What are some of the main qualifications you look for when hiring? Do you prioritize applicants if they have certain postsecondary degrees, technical skills, or industry certifications? How would you plan to share this with externs?
- What do you think are the most important aspects of your company for educators to see or learn about?
- What motivates you the most about getting involved in this program?

The way that the industry partner answers questions like these should give you an idea for whether the externship placement would be the deep and rigorous experience you hope to provide externs. Be prepared to follow up repeatedly as well as to receive rejections—keep trying, and do not be discouraged. It is better to have a smaller number of committed industry partners than many lukewarm partners. Additionally, if you cast a wide net at the beginning by contacting many companies (rather than hoping that the two or three organizations you contact will agree to participate), you are likely to receive more responses and interest.







Once an industry partner has committed to participating, consider using a Memorandum of Understanding to outline expectations from both partners (a template is provided in the *Appendix*). Additionally, provide guidance to industry partners as they schedule the externship experience for educators. Because you have already drafted your goals for the program, you can now be clear in your expectations. For example, if your goal is for increased collaboration between academic and CTE teachers, request that those teachers team up throughout the externship. Additionally, if your goal is to develop activities that teach students soft skills, request that the industry partner build in hands-on activities rather than simply having participants observe the work place.

*Start recruiting industry partners early— at least six months in advance of when you intend to have your externship experience.*

## Step 6: Execute & Evaluate Program

Now you are ready to begin implementing your program plan by sending out communications and beginning the application and selection process. Remember to stay flexible but also to be persistent. Competing priorities will come up throughout the year that may put the externship program “on the back burner.” However, continue to communicate “the why” of the program, and remember that this program will greatly benefit your students.

Finally, after the program is complete, it is essential to reflect upon your program and, using the data you have collected, determine if you have met your goals. Decide what changes you will make for the following programmatic year and how you will implement these changes.





## Appendix A: Externship Program Plan Template

Use this template to draft your program plan.

Step	Your Notes/Plan
<b>Step 1: Determine Goals</b> What do you hope to get out of the externship experience? How will the externship experience translate into something tangible that can be implemented throughout the school? How will you evaluate the success of your program?	
<b>Step 2: Determine Support &amp; Available Funding</b> Will the externship program have adequate support from administrators, faculty, and the business community in order to meet your goals? Will externs be paid and if so, how much? What other costs do you need to take into account, such as substitutes or travel reimbursements? What other incentives might you offer instead of financial compensation? How will the program be funded? What liability issues might arise?	
<b>Step 3: Plan the Program Structure</b> Who will manage the program? What will the externship experience itself look like? How will you provide preparation and reflection time? What is your timeline? How will you select participants? How will you recruit industry partners?	
<b>Step 4: Develop Materials</b> Begin drafting communications materials for all stakeholders (e.g., emails, marketing brochures and flyers, workbooks, session PowerPoints, surveys/evaluations, etc.)	
<b>Step 5: Recruit Industry Partners</b> Which industry partners will you reach out to and when? What will your messaging be? What will you do if you struggle to get industry partners to commit?	
<b>Step 6: Execute &amp; Evaluate Program</b> How will you maintain the momentum of the program? When will you set aside time to reflect upon the success of the program? Will you offer the program again and, if so, what changes will you make?	





## Appendix B: Sample Scope & Sequence Template

Date	Meeting	Location	Meeting Objectives	Deliverables & Next Steps





## Appendix C: Communications Plan

Date	Recipient	Item
October 15	Business Partners	Send email to target industries
November 1	Business Partners	Send follow-up emails to target industries as necessary
March 1	Potential Externs	Send out communications on application
March 15	Potential Externs	Send reminder of externship application
April 1	Potential Externs	Application deadline
April 5	Business Partners	Send email notifying business partners of tentative placements and ask for feedback
April 15	Externs	Send email to externs notifying of placement information, determine availability for preparation meeting
April 30	Externs	Send email to externs with date, time, and location of preparation meeting
May 1	Business Partners	Send email requesting logistical information for externship week, including parking information, attire, required forms, etc.
May 5	Externs	Send reminder email about prep meeting on [May 24]
May 30	Externs	Send follow-up email after prep meeting, give details regarding externship week
June 5	Externs	Send reminder email about externship week, providing specific dates, times, and logistical info
June 30	Business Partners	Send hand written thank-you cards
July 5	Externs	Send reminder email about debrief meeting
July 25	Externs	Send debrief meeting follow up, include reminders to submit work product
August 31	Externs	Return work product back to externs with feedback





## Appendix D: Externship Application

To ensure that Tennessee students can enter and be successful in the competitive 21<sup>st</sup> century job market, it is critical for students to make the connections between what is learned in the classroom and the skills that are required in the workplace. The School Team Externship Program is built upon the assumption that teachers, counselors, administrators, and community business partners must also be part of the continual career awareness and experience process. Selected school teams will spend one week in June with a Tennessee company learning about current industry technologies and applied skills.

**Name:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Current Position:** \_\_\_\_\_

**List any previous professional work experience outside the classroom:** \_\_\_\_\_

\_\_\_\_\_

**Why are you interested in participating in an externship?**

**How would you like to see the externship experience transform daily work?**

**The externship program is a team effort. What strengths would you bring to the team?**

**Is there anything else you wish to share with the selection committee?**





## Appendix E: Business Partner Invitation to Participate Email

To:

Subject: Education & Industry Partnership

[NAME],

[NAME], [TITLE] shared your contact information and suggested you might be interested in an opportunity to partner with local educators. I am writing to see if [INDUSTRY PARTNER] would be interested in participating in the [DISTRICT/SCHOOL] Externship Program.

As you know, there is a shortage of entry-level workers with the sufficient knowledge and skills to be immediately successful in the workforce. It is imperative that we not only increase the number of Tennesseans holding a postsecondary certification or degree, but that we also better align student expectations and goals with workforce realities and high-wage, high-demand jobs.

The [DISTRICT/SCHOOL] Externship Program is designed to expose educators to the world of industry, so they can better prepare students for the world of work. In this program, school personnel are grouped together in teams and spend one week in June at a Tennessee company to learn about current industry technologies and skills.

As a leader in the [INDUSTRY] industry and community, I believe [INDUSTRY PARTNER] would be a great fit for this program. If you are interested in learning more, I'd like to set up a phone call to share additional details with you.

I appreciate you considering this opportunity look forward to hearing from you!





## Appendix F: Externship Logistical Email for Participants

To:

Subject: Externship Logistics

[NAMES],

Thank you for participating in the [DISTRICT/SCHOOL] Externship Program. I'm writing to share the details of your externship, which is taking place from [DATE] to [DATE] at [LOCATION].

### Address & Parking

The Music City Center is located at 201 5<sup>th</sup> Avenue South. On Monday, you will meet at 8 a.m. at the Music City Center Administrative Office on the corner of Korean Veterans Boulevard and 6<sup>th</sup> Ave South (see attached map). The parking garage is located on 6<sup>th</sup> Ave South. Your parking ticket will be validated by the Music City Center team so that you do not have to pay.

### Contact Information

Erin Hampton, VP of Human Resources, will be your contact at the Music City Center. Her phone number is (615) 555-1435. She is also copied on this email.

### Agenda

The agenda is attached to this email.

### Dress code

The dress code is business casual. You will be doing a lot of walking, so wear comfortable shoes.

### Documents

Attached is a legal document that you must sign and return to me prior to your arrival.

### Meals

You will have one hour for lunch on your own each day.

Please let me know if you have any questions.







## Appendix G: Business Partner Thank-You Email

To:

Subject: Thank you

[NAME],

Thank you for your time and willingness to participate in the externship program. Participants observed a variety of skills and competencies, such as [LIST SPECIFIC SKILLS], that we plan to implement in our school by [INSERT NEXT STEPS]. As a result of our experience, we will be more successful helping students understand the connection between the classroom and the workplace skills that are necessary for success.

We appreciate your dedication to our educators and students.

Sincerely,





## Appendix H: Memorandum of Understanding

### Program Overview

To ensure that Tennessee students can enter and be successful in the competitive 21<sup>st</sup> century job market, it is critical for students to make the connections between what is learned in the classroom and the skills that are required in the workplace. The School Team Externship Program is built upon the assumption that teachers, counselors, administrators, and community business partners must also be part of the continual career awareness and experience process.

The externship program follows a school team model. Teams are comprised of a minimum of four and a maximum of five participants. Each team requires one CTE teacher, one general education teacher, one counselor, and one principal or assistant principal. The fifth optional participant may be from any one of these categories or a central office staff member.

Selected school teams spend one week in June with a Tennessee company learning about current industry technologies and applied skills. Priority is given to school teams that apply from the same region as the host company they select.

At the conclusion of the externship, each school team develops an Industry Engagement Action Plan for their school. The Industry Engagement Action Plan is intended to be a tool or guide that the school team uses in order strategically engage local industry partners throughout the school year. School teams develop specific school-based goals around industry engagement and then map out specific action steps that need to take place throughout the year in order to achieve those goals.

### Key Terms

Extern: A Tennessee general education teacher, CTE teacher, counselor, administrator, or central office staff member selected as part of a team to participate in the externship program.

Industry partner: A company, corporation, agency, non-profit, or service provider that has agreed to host at least one school team for three to five (3–5) days at their industry site.

Externship: A three to five (3–5) day industry experience for selected externs that exposes the externs to multiple aspects of industry within one company based and/or located in Tennessee.

Placement: A specific externship experience designed by the industry partner with support from the department. Each placement emphasizes multiple aspects of industry and focuses on exposing the selected externs to priorities of the industry partner.

Evaluation: Assessment of the externship experience. All industry partners, selected externs, and department staff involved in the externship program will be asked to provide feedback on the externship experience, the planning and development process, suggestions for improvement, and other thoughts.

### Commitment of [School or District]

- Recruit industry partners.
- Recruit and select externs.





- Develop and maintain communications with industry partners, externs, and other appropriate stakeholders.
- Support industry partners in developing rigorous externships by feedback on the externship week schedule.
- Prepare externs for participation in externships through a preparation meeting prior to the externship.
- Coordinate programmatic logistics with industry partners.
- Coordinate travel, reimbursement, and stipend logistics with externs.
- Provide resources and support to externs in completing deliverables.
- Develop, distribute, collect, analyze, and disseminate externship evaluations with externs and industry partners.
- Conduct check-ins with externs throughout the school year to ensure progress is being made toward achieving the school team's goals.
- Provide resources and support to externs to prepare to share externship experience at the annual Institute for CTE Educators.

## **Commitment of Industry Partner**

- Designation of liaison(s) to:
  - Develop externship opportunities.
  - Coordinate logistics.
  - Support and/or manage externs.
  - Debrief externship experience with [school or district].
  - Ensure externships will follow all safety regulations and labor laws by providing liability waivers, confidentiality agreements, or other legal agreements.
  - Provide an overview of the worksite, organizational structure, management philosophy, and personnel policies.
  - Provide detailed feedback to [school or district] on placement, externship, and process on a department-provided evaluation form.
  - Encourage staff members from all divisions and units to approach and collaborate with externs, specifically to identify skills and/or content areas required within specific job functions.
  - Serve as resource for externs during and after externship.
  - Provide time for an exit conference before externs leave site.
  - Identify and provide relevant resources to the externs for use in their classroom or school.
- Host one or more school teams on site for three to five (3-5) days.

## **Stipulations**

[School or district] may terminate this memorandum for convenience without cause and for any reason.





### **Signatures of Agreement**

The undersigned have reviewed this Memorandum of Understanding and accept it as the basis for working together toward a common purpose through the School Team Externship Program.

---

[School or district]

Date

---

Industry Partner

Date





## Appendix I: Externship Week Scheduling Guide for Industry Partners

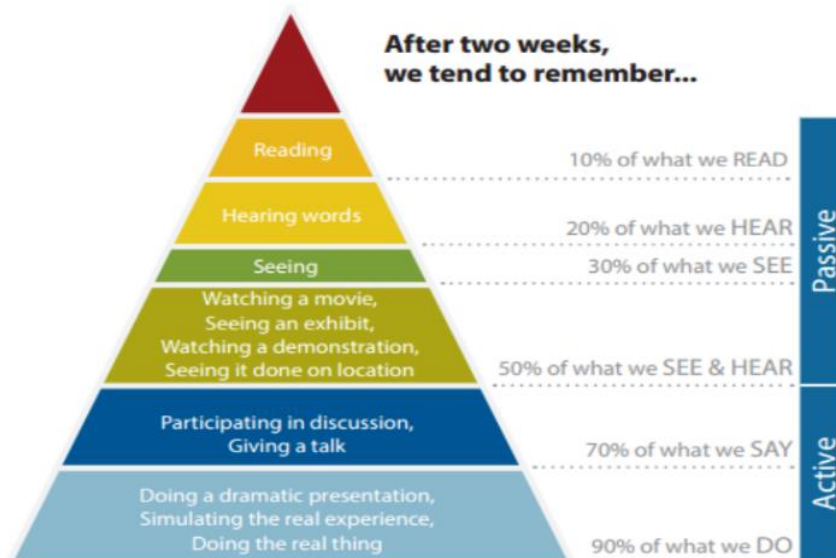
You should plan on the externship lasting between 3-5 days. Below is a suggested itinerary for the externship week. Use this guide to plan and refine the schedule. Plan on each day lasting about six to eight hours (including time for lunch). Each day the teachers will take notes of their experiences from the day in a workbook, which will be provided to them. Aim to have the schedule finalized at least **two weeks** prior to the start of the externship.

### Day 1: Orientation

On the first day at the company, we suggest that most of the day be devoted to a tour and an overview of the company, including the history, culture, organization, and key products/services. The rest of the day, allow teachers to spend time in departments around the organization to learn their roles and functions (a typical “job shadowing” experience).

### Days 2-4: Interaction on the Job

On Days 2-4, continue to provide job shadowing experiences. However, begin to integrate into the schedule tasks, projects, and assignments that employees are regularly given. That is, we want the externs to understand what it is like to actually complete the functions of your business, rather than just watch or listen. These experiences should be more than just a job shadow; they should be acting as employees.



*(Based on the research of Edgar Dale, originator of “The Cone of Learning.”)*

According to the graphic, after two weeks have passed, people are most likely to remember things that they have said or done, versus something they have read, heard, or seen. For this reason, we believe that it is essential that the externs actively engage in tasks that employees of your company regularly complete. When the externs are not completing assignments, they should be actively engaging with employees of the hosting business throughout the daily course of the company's business, across different departments of the organization. The team should gain an understanding of the interdependence of jobs or functions, the flow of communication and decision making inside





the company, and be able to see how their core subject matter/daily work relates to daily company activities.

School teams may be broken up into pairs or smaller groups to spend time with a specific unit or division of the company, or they can attend all meetings and events together.

## **Day 5: Synthesize & Debrief**

On the final day, have the school team meet with the human resources department and recruiters for the company, if applicable. During this time, they should discuss what, specifically, recruiters are looking for in new employees, such as education, personality, skills, etc.

On this final day, also hold a debrief meeting for the school team to discuss what they have learned. They should be able to see how their role in their school relates to daily company activities. It is also encouraged that they receive something tangible (writing sample, brochures, flyers, internal/external communications, etc.) to use as examples for students in their school.





## Appendix J: Externship Workbook

### Program Overview

Welcome to the School Team Externship Program! We are thrilled to have you on board and are excited to see the impact this program has on you and your students.

This program will equip educators to provide students with industry experiences in their schools, ensure students understand what will be expected of them in their future careers, and equip students with the knowledge they need to embark on their chosen path in life.

The School Team Externship Program is an opportunity for teachers, counselors, and administrators to interact with a Tennessee company and have a real-world business experience to bring back to their school.

A team of 4-5 individuals representing a Tennessee high school will spend up to five consecutive days in June 2017 working with a company, learning about the industry, and observing the business's daily work.

After the externship week, each school team will create an Industry Engagement Action Plan. The Industry Engagement Action Plan is intended to be a tool or guide that the school team will develop and use to strategically engage local industry partners throughout the 2017-18 school year. School teams will develop specific school-based goals around industry engagement and will then map out action steps that need to take place throughout the year to achieve those goals.

We hope you find this experience to be both rewarding and interactive. Ultimately, we see the externship program as a catalyst for schools to develop high-quality and sustainable relationships with local businesses.

### Expectations

- Be student-focused.
- Communicate proactively and consistently. Respond to emails within 48 hours.
- Enthusiastically and professionally engage in the externship experience.
- Provide honest and detailed feedback to the industry host and [school or district].

### Program Goal

The goal of the School Team Externship Program is to provide students with industry experiences in their schools, ensure students understand what will be expected of them in their future careers, and equip students with the knowledge they need to embark on their chosen path in life.

- Teachers will embed industry concepts into curriculum throughout the school year.
- Counselors will advise students in a way that is meaningful. They will see the application of skills in careers and will understand different definitions of success.







- Administrators are the key lever that get the project implemented. They will be able to implement, sustain, and grow the initiative.

## **April 2017 — Selections & Placement**

[School or district] will select and notify school team applicants of placement within the program.

## **May 2017 — Prep Meeting**

You, your business partner, and the externship program manager will meet to discuss expectations, go over logistics, and plan for the externship week.

## **June 2017 — Externship Week**

School teams complete their externship at their assigned company.

## **July 2017 — Externship Debrief Meeting**

All school teams and the externship program manager will meet at [local high school in Anytown] to debrief on the externship week. Work time will be given for school teams to develop their industry engagement plan.

## **October 2017 — Fall Check-Ins**

The externship program manager will travel to the school team to discuss progress on industry engagement plan.

## **March 2018 — Spring Check-Ins**

The externship program manager will travel to the school team to discuss progress on Industry Engagement Action Plan.

## **July 2018 — Institute for CTE Educators**

The institute is a statewide conference for CTE educators and directors. During the institute, school teams will present on different topics, such as building relationships with industry partners, developing a school-wide industry engagement plan, academic integration, counseling, etc.

Additionally, during the institute, school teams, business partners, and the externship program manager will all meet to complete an evaluation of the program.





## Stipend

Each extern will be paid a stipend of \$1,500 according to the following schedule.

Item	Timeline	Amount
Prep Meeting	May 2017	\$250
Externship Week	June 2017	\$500
Externship Debrief	July 2017	\$250
Fall Check-In	October 2017	\$250
Spring Check-In	March 2018	\$250
Total		<b>\$1,500</b>

You will receive your invoice forms either via email or in-person. Once you receive the form, check to make sure everything is correct, then sign and submit the form.

## Travel Reimbursement

Travel to industry sites will be required. Travel reimbursement will be provided for mileage, lodging, and meals. Reimbursement will be provided in accordance with state rates and regulations:

- You will be reimbursed at a rate of \$0.47 per mile when driving your personal vehicle, including vicinity mileage. Gas receipts are not necessary.
- You may not claim mileage if you carpooled with someone else and did not drive.
- If you live more than 50 miles away from the meeting site, a hotel room will be booked for you.
- You will receive a per diem for food only if you stayed overnight in a hotel. You receive 75 percent of the per diem on travel days. Meal receipts are not necessary.
- You will be reimbursed for actual parking expenses. A receipt is required only if the charge is above \$8.





### Employability Skills Checklist

Theme	Knowledge/Skill
<b>Application of Academic and Technical Knowledge and Skills</b>	LITERACY: Read and comprehend relevant academic and technical texts MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills INDUSTRY-SPECIFIC SAFETY-SKILLS: Demonstrate adherence to industry-specific safety regulations
<b>Career Knowledge and Navigation Skills</b>	UNDERSTANDING CAREER PATHS: Plan and navigate education/career paths aligned to personal goals PLANNING: Develop and implement a personalized student learning plan REFLECTION: Reflect on experiences through creation of a personal portfolio
<b>21<sup>st</sup> Century Learning and Innovation Skills</b>	CREATIVITY & INNOVATION: Think creatively, work creatively with others, implement innovations CRITICAL THINKING & PROBLEM SOLVING: Reason effectively, make judgments and decisions, solve problems COMMUNICATION: Oral and written communication skills appropriate to the context, listen effectively COLLABORATION: Exercise flexibility and willingness, assume shared responsibility, work with diverse teams INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically ICT (Information, Communication & Technology) LITERACY: Use technology effectively and appropriately
<b>Personal and Social Skills</b>	INITIATIVE: Work independently, demonstrate agency, curiosity, and the ability to learn PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILLS: Demonstrate reliability, integrity, responsibility, proper etiquette, and ethical behavior CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that are respectful of cultural differences ADAPTABILITY AND FLEXIBILITY: Adapt flexibly to roles and responsibility; work effectively with ambiguity; change course as needed PRODUCTIVITY: Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete objects to agreed-upon standards





### Externship Daily Journal

<p>Which employability skills did you see today and when?</p>	<p>What surprised you today?</p>
<p>How could you connect what you saw today to your focus areas?</p>	<p>What do you have more questions about?</p>





## Appendix K: School Team Action Plan

<b>SCHOOL NEED:</b>				
<b>SCHOOL GOAL:</b>				
<b>ACTION STEP</b> <i>List the action steps that will drive the completion of your school goal.</i>	<b>IMPLEMENTATION TIMELINE</b> <i>Who will be completing the action step, what will they be doing, and when?</i>			<b>EXPECTED OUTCOME</b> <i>How will successful completion of the action step impact your goal and students?</i>
	<b>Who</b>	<b>What</b>	<b>When</b>	





## Appendix L: Externship Week Evaluation for Externs<sup>5</sup>

	<b>4</b> Strongly agree	<b>3</b> Somewhat agree	<b>2</b> Somewhat disagree	<b>1</b> Strongly disagree
My role and responsibilities for participating in the externship were clear.				
I felt supported while participating in this externship.				
This externship was meaningful and worthwhile.				
I have more clarity on the skills that my students will be expected to demonstrate in industry.				
The externship experience provided me with relevant and applicable tools to take back to my school/classroom.				
I believe the externship experience will positively impact my school team's instructional preparation for the upcoming school year.				
My host industry was pleasant and accommodating.				
The logistics of the program (lodging reservations if applicable, knowing where I was supposed to be and when, etc.) went smoothly.				
The length of the externship was:	<input type="checkbox"/> Too Short <input type="checkbox"/> About Right <input type="checkbox"/> Too Long			

Would you recommend the School Team Externship Program to your colleagues or other schools? Why or why not?

What changes to the externship week, if any, would you like to see in the future?





### Appendix M: Externship Week Evaluation for Business Partners<sup>5</sup>

	<b>4 Strongly agree</b>	<b>3 Somewhat agree</b>	<b>2 Somewhat disagree</b>	<b>1 Strongly disagree</b>
I was provided with adequate information and time to prepare to host the externship at my company.				
I found it helpful to meet the externs prior to planning the externship experience.				
I felt supported by the department while hosting this externship.				
The school team engaged professionally with members of my company and asked thoughtful questions.				
I believe this externship experience will be beneficial to growing my workforce.				
The externship program has been a positive experience for me.				
I would be willing to provide a similar experience for other extern teams in the future.				
I would recommend the overall team externship experience to other businesses.				
The externship helped me see additional ways I can get involved with local school districts.				
The length of the externship was:	<input type="checkbox"/> Too Short <input type="checkbox"/> About Right <input type="checkbox"/> Too Long			

**Please provide any additional comments on your experience as a business partner.**







## Endnotes

1. Drive to 55 Alliance. (2014). State of Tennessee. Retrieved 2017 from <http://driveto55.org/about/the-alliance/>
2. Tennessee Department of Education. (2017). Seamless pathways: Bridging Tennessee's gap between high school and postsecondary. Retrieved 2017 from [https://tn.gov/assets/entities/education/attachments/rpt\\_high\\_school-seamless\\_pathways.pdf](https://tn.gov/assets/entities/education/attachments/rpt_high_school-seamless_pathways.pdf)
3. Associated Press. (2012). Half of recent college grads underemployed or jobless, analysis says. Retrieved 2017 from [http://www.cleveland.com/business/index.ssf/2012/04/half\\_of\\_recent\\_college\\_grads\\_u.html](http://www.cleveland.com/business/index.ssf/2012/04/half_of_recent_college_grads_u.html)
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